



**MARCUS  
OLDHAM**

**We mean business.**

Graduate Certificate of Agribusiness  
Master of Agribusiness

**Postgraduate Course**

**HANDBOOK**

**2021**

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## Introduction

The Marcus Oldham College postgraduate program has been designed for people wanting to enhance their career prospects in agribusiness. With an emphasis on management and critical thinking, the program is designed to:

- build on professional experience,
- develop high-level analytical skills
- broaden understanding of the agribusiness sector.

We have built the program for those who want to lead in agriculture-related industries in either government or corporate roles. This might include managers of food and fibre production, logistics, commodity trading, banking and finance, property, government regulation, food processing, rural research and development and so forth.

The Master of Agribusiness is less about developing practical skills and instead emphasises business development and management, entrepreneurship and leadership. Our student cohort includes professionals who are managers in superannuation, global accounting, banking, commodities trading, pastoral companies, real estate, rural valuation, among other sectors.

When you enrol at Marcus Oldham College you enter a community which upholds academic integrity principles expected of higher education providers in Australia. We value scholarship grounded in respect, integrity, excellence and impact. A Marcus Oldham College higher education qualification is very well regarded in the wider community because of the content and delivery of its courses and our commitment to the principles of academic integrity. The College promotes academic integrity and expects students to behave honestly in the pursuit of their studies and to take personal responsibility for the integrity of their work. **Please read the Academic Integrity Statement (Appendix 2).**

## Postgraduate Educational Objectives

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*The College mission is to advance agriculture through innovative educational programs in Farm, Agribusiness and Equine Business Management and to prepare motivated progressive professionals who will excel in the national and global environment.*

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The following objectives guide the development and deployment of all Marcus Oldham College educational programs to achieve this mission:

- to develop industry leaders who embrace change, demonstrate ethical standards and business best practice;
- to provide an innovative and quality teaching and learning environment that values individual difference and critical enquiry, underpinned by community and industry standards;
- to enhance our position as a premier provider of applied business education in rural and equine studies, informed by scholarly activity and industry relations and driven by continual improvement;
- to cultivate a spirit of empathy and engagement with the community that will enhance each student's personal development;
- to provide a safe and caring collegiate community and an approachable and responsive learning environment that accommodates individual differences;
- to foster an open mind along with progressive thinking and to encourage lifelong learning as a pathway to personal growth.

## Career Progression

Australian agriculture employs approximately 270,000 people which produce enough food to feed about 61 million people. Australian farmers export about 60% of what they produce which is valued at more than \$48 billion per annum. The agribusiness sector has a rapidly increasing requirement for professionals who are not only capable of generating success within their industries but are also equipped with the creativity, expertise and thought leadership to drive agribusiness growth into the rest of this century.

Graduates of the postgraduate program are highly sought after in a range of agricultural settings:

- Commodity trading
- Corporate agriculture
- Food processing and logistics
- International market development
- Finance industry
- Advisory services to agriculture
- Equity markets
- Business development units of multi-national companies
- Export and trade organisations
- Agri-policy/politics

### KEY DATES FOR POSTGRADUATE STUDIES IN 2021

	<b>Deadline for Course Application</b>	<b>Deadline for Course Enrolment</b>	<b>Deadline for Subject Selections/Changes</b>	<b>Census Date and Fees Due</b>
<b>Trimester 1</b> <b>1 Feb – Fri 30 April</b>	Friday 11 Dec 2020	Friday 18 Dec 2020	Friday 8 Jan 2021	Friday 26 Feb 2021
<b>Intra-Trimester Break: Monday 29 March – Tuesday 6 April</b>				
<b>Trimester 2</b> <b>24 May – 20 August</b>	Friday 26 Mar 2021	Friday 16 April 2021	Monday 26 April 2021	Friday 18 June 2021
<b>Intra-Trimester Break: Monday 5 July to Friday 9 July</b>				
<b>Trimester 3</b> <b>30 Aug – 26 Nov</b>	Friday 9 July 2020	Friday 30 July 2020	Monday 16 August 2021	Friday 9 8 October 2021
<b>Intra-Trimester Break: Monday 1 November to Friday 5 November</b>				
Compulsory Residential for Rural Leadership Program and LDP905	Sunday 5 September – Friday 10 September 2021			
Graduation	Saturday, 11 December 2021			

## Observed Public Holidays 2021

Australia Day	Tuesday 26 January
Labour Day	Monday 8 March
Good Friday	Friday 2 April
Easter Monday	Monday 5 April
Anzac Day	Sunday 25 April
Queen's Birthday	Monday 14 June
AFL Grand Final Parade	Friday 1 Oct (TBA)
Melbourne Cup Day	Tuesday 2 November

## Entry Requirements

To gain entry to the postgraduate program at Marcus Oldham College you need to:

- have completed a four-year degree or honours degree -OR- completed a three-year undergraduate degree and have at least two years relevant work experience in agribusiness (or equivalent) -OR- have an equivalent portfolio of professional development courses and significant experience in agriculture or agribusiness or a related industry.

To be eligible for entry with advanced standing for up to four AQF8 level compulsory foundations subjects, due to cognate area knowledge of agribusiness at Bachelor degree level, you need to:

- have completed a four-year degree or honours degree in agribusiness (or similar) -OR- completed a Bachelor of Business (Agribusiness) degree at Marcus Oldham College (or equivalent) and have at least two years relevant work experience in agribusiness (or similar).

Candidates with appropriate qualifications and experience may be eligible for recognition of prior learning (RPL) or advanced standing (AS) for units in the Program (aside from the cognate area AS arrangements outlined above).

Applicants will be asked to provide documentation to support entry, AS and RPL requests. The documentation will be used to assess your eligibility for any AS and RPL.

## Acceptance into the program

Students are required to indicate the qualification (Graduate Certificate or Masters) they are seeking to first enrol into at the time of their application. Students will be accepted into a postgraduate course if their portfolio is sufficient to indicate they have a reasonable chance of completing the course they have applied for. In some instances, a student might be granted entry into a course lower than the level they have applied for on a probationary basis. On satisfactory completion of their entry level program they are then eligible to apply for progression to the higher order qualifications. That is, a student granted admission into the Graduate Certificate is eligible upon completion of the Certificate to progress to the Master of Agribusiness.

## Advanced Standing (AS)

Candidates with appropriate credentialed qualifications may be eligible for advanced standing (AS) towards units in the Program. Advanced standing will be awarded based on equivalent credentialed learning. That is, for formal study at an equivalent level. It will be awarded as:

- Specified credit will be awarded for a unit in the Marcus Oldham Postgraduate Program if there is an exact match between previous credentialed study and a unit in the College's program
- Unspecified credit will be awarded for credentialed study relevant to the Marcus program but does not match the content on any specific Marcus Postgraduate unit.

To obtain advanced standing a student will be required to submit unit descriptions of the units from other institutions he or she is requesting recognition for and their grades in those units.

## Recognition of Prior Learning (RPL).

Those with significant relevant industry experience and associated learning outcomes may be eligible for Recognition of Prior Learning (RPL). To obtain Recognition of Prior learning a student will be required to submit a portfolio of evidence that demonstrates achievement of a level of competence and knowledge that would warrant exemption from one or possibly more units in the Marcus program. This evidence could include appropriate work experience, short course attendance, credentialed learning and other forms of evidence that may be appropriate. It is unlikely that RPL will be granted for a specific unit, but a student may receive RPL that would allow them to receive exemption from one or more unspecified units of study. For example, a student enrolled in the Graduate Certificate may be granted RPL for the equivalent of one unit and hence be required to complete three rather than four units to be awarded the Graduate Certificate. He or she will have to complete the two core units and one other.

## Fees

### Tuition Fees

All fees and charges are levied by and payable to Marcus Oldham College. The 2021 fees are set at \$3170 (GST exempt) per unit for all units except *Leadership* (LDP905). LDP905 has a fully catered on-campus workshop and series of guest speakers, and the fee for LDP905 in 2021 is \$4170.

### Fee-HELP

The tuition fees can be added to Fee-HELP if so desired. Further information on this form of funding is available from the Finance Officer, Cathy Bent, bent@marcusoldham.vic.edu.au (03 5247 2905) or at the [www.studyassist.gov.au](http://www.studyassist.gov.au) website. Students who wish to place the tuition fees onto Fee-HELP should indicate this when applying for units.

- Fee-HELP needs to be applied for at the start of each Trimester.
- Fee-HELP forms must be obtained from the Finance Officer (Cathy Bent) completed and returned by the date nominated on the form.

## The Program Structure

The postgraduate program is offered online with study guides, textbooks, tutorial support, library access, administrative assistance and student discussion/chat groups. Students can design a tailored study plan which can include a combination of part-time and full-time study and the flexibility to choose the order in which units are studied. Units are delivered over twelve-week trimesters with approximately 10 hours per week study time expected for each unit.

Full-time study is equivalent to 4 units at 40 hours study time per week. Part time is anything less 4 units, and for the purpose of Table 2 below it is shown as two units per trimester or half time. There are three trimesters each year.

**Table 1 Course duration**

Postgraduate course	Units	Part-time	Full time
Graduate Certificate of Agribusiness	4	2-3 trimesters	1 trimester @ 4 units per trimester
Master of Agribusiness	12	6-12 trimesters	3 trimesters @ 4 units per trimester

From 2019, all four units in the Graduate Certificate of Agribusiness became compulsory and the Graduate Diploma of Agribusiness became ONLY an early exit qualification from the Master of Agribusiness after the completion of eight units.

These same four compulsory units in the Graduate Certificate of Agribusiness are also nested within the Master of Agribusiness; after the completion of these, a further three units are compulsory at Masters level, leaving 5 electives to choose from in the Master of Agribusiness.

The list of core, elective and prerequisite units for students beginning their studies in 2021 are shown in Table 3 (and the course structure for enrolments into courses prior to 2019 can be found at Appendix 1).

Length of part-time study will vary, depending upon how many units are taken per trimester.

**Table 2 Course structure from 2020**

Unit code	Unit Title	Prerequisites and course sequence	2021 Timing
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**THERE ARE FOUR COMPULSORY CORE UNITS IN THE GRADUATE CERTIFICATE OF AGRIBUSINESS (These units are also compulsory, and taken first when nested within the Master of Agribusiness)**

Students are to take these FOUR compulsory subjects

ABM803	Agribusiness Marketing	Students are expected to complete these four units first.	Offered in Trimesters 1 and 2
AFA801	Agribusiness Financial Analysis		Offered in Trimesters 2 and 3
ASA801	Agribusiness Systems Analysis		Offered in Trimesters 1 and 2
SMA802	Strategic Management for Agribusiness		Offered in Trimesters 2 and 3

**CORE UNIT FOR MASTERS/GRADUATE DIPLOMA<sup>1</sup> ONLY (TO BE TAKEN AS EARLY AS POSSIBLE IN THE PROGRAM)**

CMI902	Contemporary Managerial Issues in Agribusiness	This is a compulsory subject for the Master of Agribusiness and is to be taken as early as possible in the program.	Offered in Trimesters 1 and 3
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**CORE UNITS FOR MASTERS ONLY: STUDENTS MUST COMPLETE TLR904 AND TLR905 IN THE LAST TRIMESTERS OF STUDY**

TLR904	Thought Leadership through Inquiry – Proposal Development	Prerequisite for Thought Leadership through Inquiry – proposal Investigation (TLR505/TLR905)	Offered in Trimesters 1 and 2
TLR905	Thought Leadership through Inquiry – Investigation	Thought Leadership through Inquiry – Proposal Development (TLR504/TLR904) is a prerequisite for this unit	Offered in Trimesters 1, 2 and 3

FIVE ELECTIVE UNITS FOR MASTERS OF AGRIBUSINESS IN ADDITION TO SEVEN COMPULSORY SUBJECTS

Unit code	Unit Title	Prerequisites and course sequence	2021 Timing
ACM901	Applied Agricultural Commodity Markets	AFA601/AFA801 Agribusiness Financial Analysis is a prerequisite for this unit	Offered in Trimesters 2 and 3
ARM903	Agribusiness Risk Management	AFA601/AFA801 Agribusiness Financial Analysis is a prerequisite for this unit  <i>Note this unit will be offered fully online from 2021, it no longer has a compulsory on campus residential component.</i>	Offered in Trimester 1
DNV902	Developing the New Venture	REC701/REC901 The Rural Entrepreneur in Context is a prerequisite for this unit	Offered in Trimesters 2 and 3
IAB903	International Agribusiness		Offered in Trimester 3
LDP905	Leadership	This unit has a compulsory on campus workshop in addition to the online learning component (refer to unit statement)	Offered in Trimester 3
REC901	The Rural Entrepreneur in Context	Prerequisite unit to Developing a New venture (DNV702/DNV902)	Offered in Trimesters 1 and 2
RPV901	Rural Property Valuation		Offered in Trimesters 1 and 3
SGA904	Case Studies in Global Agribusiness		Offered in Trimesters 2 and 3
SML904	Strategic Human Resource Management		Not offered in 2021
TLR906	Thought Leadership through Inquiry – Research Project (double weighted unit)	This is an invitation only option after the successful completion of TLR904 and TLR905 at Distinction or higher level.	This unit spans two trimesters and will be offered as needed.

## Unit Selection

Units generally offered twice per year, not every trimester and they may not run if enrolments are below 3 students. To help you and the College plan for a seamless study experience in 2021, a re-enrolment period occurs in November-December 2020 for the 2021 teaching periods, where you can select subjects across the whole year.

**Students are asked to return re-enrolment forms for all three 2021 trimesters by 18 December, 2020.** If changes are required later, please advise the College of changes to your selection prior to the trimester deadline for subject selection/changes noted in key dates for postgraduate studies and on the subject selection form. These must be notified to Student Services in writing by the due date specified.

Return the completed enrolment/re-enrolment form with your Fee Payment Advice form and payment option (and if this the first time you enrol, the completed student information survey) to:

Student Services – Postgraduate Studies  
Marcus Oldham College  
Private Bag 116  
Geelong Mail Centre Vic 3221  
Or - Scan and email to: [courses@marcusoldham.vic.edu.au](mailto:courses@marcusoldham.vic.edu.au)

## Sequencing of units

Units are not generally offered across all three trimesters, so please choose your units and the timing carefully.

Prerequisite units must be completed before enrolling in any unit that has a prerequisite. For example, *Thought Leadership through Inquiry – Proposal Development* (TLR504/TLR904) is a prerequisite for *Thought Leadership through Inquiry – proposal Investigation* (TLR905) and consequently must be completed before taking TLR905.

*Leadership* (LDP605/LDP905) is only offered in blended mode with compulsory attendance at the five-day Marcus Rural Leadership Program 5-10 September (Enrol into Trimester 3 for this unit).

## Specialisations

In concert with elective choices the College has designed the program so students may select units to across or within the themes shown in Table 3.

**Table 3 Specialisations/Themes**

Theme or Specialisation	Unit code	Unit Title
Industry and Markets	ACM901	Applied Agricultural Commodity Markets
	ABM803	Agribusiness Marketing
	ASA801	Agribusiness Systems Analysis
	CMI902	Contemporary Managerial Issues in Agribusiness
	IAB903	International Agribusiness
	SGA904	Case Studies in Global Agribusiness
Business Management	AFA801	Agribusiness Financial Analysis
	SMA802	Strategic Management for Agribusiness
	ARM903	Agribusiness Risk Management
	SML804	Strategic Human Resource Management
	RPV901	Rural Property Valuation

	LDP905	Leadership
Development and Entrepreneurship	REC901	The Rural Entrepreneur in Context
	DNV902	Developing the New Venture
Compulsory Capstone Experience Units	TLR904	Thought Leadership through Inquiry – Proposal Development
	TLR905	Thought Leadership through Inquiry – Project Investigation
Optional Preparation for Research by Higher Degree Studies	TLR906	Research Paper (by invitation only)

### Withdrawing from a unit

It is very important that withdrawals occur prior to the unit census date, to avoid financial penalties. If a student has chosen the Fee-HELP option and has commenced the unit and then subsequently decides to withdraw prior to the Federal Government's census date he or she must also notify the Postgraduate Director and Student Services in writing of this decision. This is to avoid a Fee-HELP debt and the withdrawal application must be processed prior to the census date. Table 4 shows the penalties and unit grades associated with the time of withdrawal from units.

**Note: The study guide and textbook/s must also be returned to Student Services prior to the census date or else students will be liable for the cost of the textbook.**

**Table 4 Unit Withdrawal and Fee and Grade penalties**

WITHDRAWAL TIMING	FEE	GRADE	
Withdrawal prior to Census Date for that trimester	100% refund of unit fees less any liability for textbooks	WE	Withdrawn early
Up to 3 weeks after Census for that trimester	NIL refund	WL	Withdrawn late
Beyond 1 <sup>st</sup> 3 weeks after Census for that trimester	NIL refund	F	Fail



**ABM803 Agribusiness Marketing (AQF8)**

<b>Content:</b>	<p>This compulsory unit focuses on the application of contemporary marketing theory and practice to agribusiness products and services. It can be applied to all stages of the agribusiness value chain including; input suppliers of finance, fertilisers, seeds and farm machinery; primary producers of food and fibre; food processors and food retailers.</p> <p>The unit uses the market planning process as an integrating feature of learning and the major assignment is the production of a detailed marketing plan for an agribusiness product or service.</p> <p>The course has five main sections:</p> <ul style="list-style-type: none"><li>• Marketing concepts</li><li>• The marketing management process</li><li>• Analysis for marketing decisions</li><li>• Strategy and planning for marketing decisions</li><li>• Implementing marketing strategy</li></ul>
<b>Learning outcomes:</b>	<p>Upon the completion of this unit graduates will be able to:</p> <p>Develop competence to apply advanced knowledge and application of analytical concepts and techniques relevant for marketing decision making, with an emphasis on creating, capturing and sustaining customer value.</p> <p>Acquire specialised technical and cognitive skills to demonstrate advanced knowledge of the important concepts, processes and managerial frameworks of marketing as a discipline.</p> <p>Demonstrate insight and apply independent judgement into the importance of the marketing concept in the strategic direction of modern organisations.</p> <p>Compare and contrast various marketing theories and practices and develop recommendations for strategic action.</p>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Marketing Foundations assessments – 2500 words (50%)</li><li>2. Marketing Strategy assignment - 2500 words (50%)</li></ol>
<b>Prescribed e-Texts</b>	Latest edition of Kotler, P and Keller, K. A Framework for Marketing Management. Pearson (currently 15th edition published in 2016).
<b>Offered in 2021</b>	Trimester 1: 1 February – 30 April 2021 Trimester 2: 24 May – 20 August 2021

## AFA801 Agribusiness Financial Analysis (AQF8)

This unit is a prerequisite for ACM901 and ARM903.

<b>Content:</b>	<p>This compulsory unit is an introduction to managerial financial analysis applied in the agribusiness context.</p> <p>Managerial finance is the firm's funds within the firm, from a single farm through to an integrated agribusiness. It encompasses the functions of budgeting, financial forecasting, credit administration, investment analysis and funds procurement.</p> <p>Major topics include ratio analysis, time value of money, risk and the required rate of return, cost of capital, capital budgeting techniques, leverage and capital structure and portfolio theory.</p>						
<b>Learning outcomes:</b>	<p>Upon completion of this subject graduates will be able to:</p> <ol style="list-style-type: none"><li>1. Develop a critical approach to the analysis of the financial performance of the business</li><li>2. Understand and use the key financial performance indicators as a measure of business health.</li><li>3. Apply specialised technical knowledge and skills about analytic tools in order to confidently recommend strategic investments that will likely increase customer's wealth.</li><li>4. Understand and differentiate various theoretical and practical issues in business finance and the range of funding alternatives which may suit business development.</li><li>5. Review, analyse, synthesise and apply knowledge of optimal capital structures of debt and equity finance, and operating and financial leverage.</li><li>6. Understand and consolidate knowledge of applications in areas of specialised business financing such as leasing and capital budgeting.</li><li>7. Think critically to apply knowledge of portfolio theory and the relationship between required returns and the decisions regarding capital structure, capital budgeting and capital management.</li></ol>						
<b>Assessment:</b>	<table><tr><td>1. Minor – Participation in weekly online discussion</td><td>10% (500 words)</td></tr><tr><td>2. Three online tests</td><td>20% each (1000 words each)</td></tr><tr><td>3. Major Assignment</td><td>30% (1500 words)</td></tr></table>	1. Minor – Participation in weekly online discussion	10% (500 words)	2. Three online tests	20% each (1000 words each)	3. Major Assignment	30% (1500 words)
1. Minor – Participation in weekly online discussion	10% (500 words)						
2. Three online tests	20% each (1000 words each)						
3. Major Assignment	30% (1500 words)						
<b>Prescribed e-Texts</b>	Zutter CJ & Smart, SB (2019) <i>Principles of Managerial Finance</i> , 15th ed, Pearson, Boston, USA						
<b>Offered in 2021</b>	Trimester 2: 24 May – 20 August 2021 Trimester 3: 30 August – 26 November 2021						

## ARM903 Agribusiness Risk Management (AQF9)

AFA601/AFA801 is a prerequisite for this unit. Note from 2021 this unit will be offered fully online.

<b>Content:</b>	<p>This elective unit introduces students to the complex and diverse range of risks that organisations must manage in today's increasingly global agribusiness environment. Agribusinesses are exposed to both uncertainty and risk, thereby creating both opportunities and the risk of financial losses. Agribusinesses are characterized by high risk-taking under intense uncertainty. Risk management is implemented not to maximise profits, but merely to control financial losses. The organisations that best control their risk and losses are more likely to survive with some financial viability.</p> <p>As agribusiness managers operating in one of the world's most risky business environments it is fundamental risk management play an important part in ensuring an organisation's ability to manage risks. This unit is designed to identify the risks in agribusinesses and food/fibre supply chains, to discover methods to measure these risks, and then find strategies to manage these risks.</p>
<b>Learning outcomes:</b>	<p>At the completion of this unit graduates will have:</p> <ol style="list-style-type: none"><li>1. Developed an integrated and advanced understanding of risk and uncertainty for agribusiness.</li><li>2. Gained specialised cognitive and technical skills to be able to critically analyse risk management processes concerned with agribusiness.</li><li>3. Gained advanced understand about the types of risk modelling used in agribusiness.</li><li>4. Developed an integrated understanding regarding the use of appropriate decision making models for agribusiness.</li><li>5. Demonstrated an advanced level ability to implement risk management and control procedures through the use of products, options or by optimisation.</li></ol>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Assessment one – Applying risk management in agriculture assignment – 2500 words (50%)</li><li>2. Assessment two – Short answer open book test – 2500 words (50%)</li></ol>
<b>Prescribed texts and resources</b>	<p>Hoag, D.L. (ed.) (2009) Applied risk management in agriculture. United States: CRC Press. ISBN 9781439809730</p> <p>Palisade DecisionTools. <a href="http://www.palisade.com/">http://www.palisade.com/</a>, 1 year licence provided.</p>
<b>Offered in 2021</b>	Trimester 1: 1 February – 30 April 2021

## ASA801 Agribusiness Systems Analysis (AQF8)

It is recommended that this unit be taken prior to AFA801 for students with no prior knowledge of accounting/financial business principles

<b>Content:</b>	<p>This compulsory unit is generally the first to be taken in the postgraduate program. It is designed to provide a broad overview of agricultural systems, and then detailed attention to the systems, and parts thereof, concerned specifically with agribusiness.</p> <p>The unit will first introduce students to the systems thinking mindset and provide an overview of purposeful agricultural systems that are foundational, both of which are central to framing agribusiness systems analysis.</p> <p>Frames of references will then be explored to allow interrogation of the internal and external systems that agribusiness managers need to understand in order to analyse, measure and improve performance. These frames include:</p> <ul style="list-style-type: none"><li>• the Business Model Canvas, which offers a systems thinking lens for business planning</li><li>• fundamental financial literacy, which is also foundational for AFA801 Agribusiness Financial Analysis</li><li>• economic principles for agribusiness</li><li>• environmental scanning principles and practices used to understand external trends and drivers that may impact agribusinesses.</li></ul>
<b>Learning outcomes:</b>	<p>Upon the completion of this subject graduates will be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate a thorough understanding of the systems thinking mindset, as well as the systems, and parts thereof, associated with agriculture and agribusiness</li><li>• Demonstrate advanced knowledge and skills in the acquisition and analysis of information for decision-making purposes in agribusiness</li><li>• Identify the key internal and external drivers for a business to determine, measure and improve performance</li><li>• Demonstrate specialised knowledge and understanding of the external environment in which the business operates and the impact which this may have on business performance.</li></ul>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Online Discussion Post Contributions – at least 1000 words (20%)</li><li>2. Environmental Scan of Australian Grain Industry - 1500 words (30%)</li><li>3. Analysis of performance of a global grains agribusiness - 2500 words (50%)</li></ol>
<b>Prescribed e-text</b>	Osterwalder, A. & Pigneur, Y. (2010). <i>Business Model Generation</i> . Hoboken, NJ: Wiley.
<b>Offered in 2021</b>	Trimester 1: 1 February – 30 April 2021 Trimester 2: 24 May – 20 August 2021

## CMI902 Contemporary Managerial Issues in Agribusiness (AQF9)

<b>Content:</b>	<p>This compulsory unit for the Master of Agribusiness is positioned to provide you with an overview of the key issues facing contemporary agribusiness. It is recommended that this unit be taken as early as possible in the program so students can gain a deeper understanding of the national and global socio-political environments in which agribusiness managers make decisions, and government policy makers set policy objectives and formulate programs. This unit has a decision-making theme and four enduring contemporary managerial issues themes.</p> <p>The following topics will be explored in this unit:</p> <p><b>Introduction:</b> Framing decision-making for contemporary managerial issues in agribusiness</p> <p><b>Theme 1: Australian Agriculture in Perspective</b></p> <p>Topic 1: Food and fibre production in Australia and the world Topic 2: Corporatisation and Investment in Australian Agriculture</p> <p><b>Theme 2: Technological Advances in Agriculture and Agribusiness</b></p> <p>Topic 3: Doing commerce differently outside the farm gate Topic 4: Connecting differently for production inside the farm gate</p> <p><b>Theme 3: Social license – the right to farm right</b></p> <p>Topic 5: Animal Welfare Topic 6: Biotechnology and GMO in agriculture</p> <p><b>Theme 4: Sustainability</b></p> <p>Topic 7: Farmer health and wellbeing Topic 8: Environmental factors affecting food and fibre production</p>
<b>Learning outcomes:</b>	<p>At the completion of this unit graduates will have:</p> <ul style="list-style-type: none"><li>• Identified and critically analysed a range of issues which may impact on agribusiness at regional, national and global levels</li><li>• Demonstrated an advanced and integrated understanding of contemporary issues affecting agribusiness in Australia, and identified decision-making strategies to mitigate the impact of change which these issues may impose on the business</li><li>• Improved their research skills</li><li>• Evaluated business opportunities, determined risks and developed strategies to manage the impact of change.</li></ul>

<b>Assessment:</b>	<ol style="list-style-type: none"> <li>1. Four vignettes submitted to the discussion board which identify different issues that may impact agribusinesses at regional, national and/or global levels. (4x500 words Total 40%)</li> <li>2. Two position papers from different topics on the list provided in the Study Guide (1500 words (30%) each, Total 60%): <ul style="list-style-type: none"> <li>• Position Paper 1: Evaluate risks and opportunities which may arise from these issues and evaluate and quantify the impact of these issues on a business of your choice;</li> <li>• Position Paper 2: Take a position regarding business opportunities and threats which may arise from these issues and recommend a strategic position to take in a future strategic management plan.</li> </ul> </li> </ol>
<b>Prescribed texts</b>	TBA
<b>Offered in 2021</b>	<p>Trimester 1: 1 February – 30 April 2021</p> <p>Trimester 3: 30 August – 26 November 2021</p>

## DNV902 Developing the New Venture (AQF9)

REC901 is a prerequisite for this unit.

Note this unit is currently under review and this handbook entry will likely be updated prior to the unit being offered in 2021. The timing of the offering will not change.

<b>Content:</b>	<p>This elective unit focuses upon how an entrepreneur or entrepreneurial team goes about creating a new business venture. It begins by looking at the process of assessing a business idea. This involves determining whether or not it is a true opportunity and provides value to customers. Once an opportunity has been identified, the student learns how to develop a commercial business model that can take that opportunity to market. With an understanding of business modelling, the student can then develop a business plan.</p> <p>Most courses about the “nuts and bolts” of entrepreneurial start-up begin and end with the business plan; however, Steve Blank of Stanford University argues that business plans are more appropriate for established companies than for start-ups. This is because business plans represent a rational, linear approach to problem solving that relies on past experience to predict the future. Only existing companies have the requisite past experience. Start-ups must follow a much more organic and evolving path to get to where the founders want them to go. This is better captured by an “iterative innovation” approach.</p> <p>For this reason, this unit introduces students to the ‘business model canvas’ approach. It uses this process to help the start-up entrepreneur to first create a business model before trying to write a business plan. It encourages experimentation, which is essential to successful business start-up.</p>
<b>Learning outcomes:</b>	<p>At the completion of this unit graduates will have demonstrated expert, specialised cognitive and technical skills to independently:</p> <ul style="list-style-type: none"><li>• analyse critically, reflect upon and synthesise complex information, problems, concepts and theories related to developing new agribusiness ventures</li><li>• research and apply established business theories to the practice of developing new agribusiness ventures</li><li>• interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences about your knowledge and ideas</li></ul>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Market focussed business idea position paper, 1250 words Total = 25%.</li><li>2. Designing a profitable business model, 2500 words Total = 50%.</li><li>3. A business case for investment, 1250 words Total = 25%.</li></ol>
<b>Prescribed texts</b>	<p>Osterwalder, A. &amp; Pigneur, Y. (2010). <i>Business Model Generation</i>. Hoboken, NJ: Wiley.</p> <p>Latest edition of Schaper M., Voery T., Weber P., Gibson B. <i>Entrepreneurship and Small Business</i>, John Wiley &amp; Son, Milton, Qld. Currently 4<sup>th</sup> Asia-Pacific Edition, 2012</p>
<b>Offered in 2021</b>	<p>Trimester 2: 24 May – 20 August 2021 Trimester 3: 30 August – 26 November 2021</p>

## IAB903 International Agribusiness (AQF9)

Note this unit is currently under review and this handbook entry will likely be updated prior to the unit being offered in 2021. The timing of the offering will not change.

<b>Content:</b>	<p>The twenty first century is set for a new and dynamic period in global agricultural production and trade as the world's population grows and incomes increase dramatically.</p> <p>While a long-term trend in food production and trade is self-evident it is less clear how this will occur and what forces will interact to determine the outcomes. Australian agriculture is well placed to take advantage of this expansion, but it will not be a simple matter of relying on demand to provide benefits to Australia's food and fibre industries. Part of this is the ever increasing need to make decisions with full regard of the varying priorities and demands of the many stakeholder groups that now impact on global agribusiness.</p> <p>Agribusiness operators and managers (including farmers, value chain managers, financiers and bankers, accountants, lawyers, etc.) need to have a clear understanding of the dynamics of the global business environment if they are to reap the full benefits of these opportunities. Industry organisations and government departments will also need a comprehensive understanding of the international agribusiness environment if they are to formulate appropriate policies and strategies to assist their members and constituents.</p> <p>This unit examines the factors affecting global food demand and supply. It investigates the efforts being made by importing countries to meet their food demand requirements and of exporters to compete effectively in global food and fibre markets. Overlaying this is to develop a robust understanding of the roles, objectives and outcomes of key global institutions and forums etc.</p> <p>The role of culture, politics, financial and monetary systems, climate and policy on global food and fibre production and trade are all examined. A range of prediction tools and models are also assessed for their value in assisting agribusiness operators determine the appropriate strategies for their businesses.</p> <p>There is a focus on what issues (e.g. market, cultural, political and environmental) a business might need to be aware of when operating globally - especially compared to only operating in its home market. This extends to what strategies a business might need to implement when operating in a global agribusiness context – being an effective and responsible global agribusiness citizen.</p>
<b>Learning outcomes:</b>	<p>At the completion of this unit graduates will have:</p> <ul style="list-style-type: none"><li>• Identified, understood and critically analysed current and future pattern and trends in global supply and demand in key agribusiness sectors; future market conditions (e.g. supply and demand patterns); and, market research to identify global market opportunities;</li><li>• Demonstrated an advanced and integrated understanding of key policy directions in global agribusiness – including trade access, foreign exchange, foreign policy/relations, economic and industry support policy and measures;</li><li>• Demonstrated high order awareness of the role and impact of key global institutions and agencies on global agribusiness - especially those relating to trade and global financial arrangements;</li></ul>

	<ul style="list-style-type: none"> <li>• Demonstrated an ability to appreciate and sensitively manage key differences, such as culture, regulation, ethics, compliance/governance and stakeholders, across agribusiness settings/regions and use associated strategies and skills in managing in diverse global environments;</li> <li>• Researched and applied established theories regarding current and future developments in technology and how these impacts global agribusiness;</li> <li>• Demonstrated high level awareness regarding the role of key stakeholder groups associated - directly and indirectly – with global agribusiness.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Investigate and report on agriculture-based produce/industry or sector and associated key global institutions/agencies/forums. 2,000 words Total 40%</li> <li>• Report on (a) key market/business analysis and key opportunities s in an overseas market and (b) associated key strategic issues/challenges/responses required when operating with this market. 3,000 words Total 60%</li> </ul>
<b>Prescribed Texts</b>	Cavusgil, Knight, Riesenberger, Rammal and Rose, (2014), <i>International Business</i> (2e), Pearson
<b>Offered in 2021</b>	Trimester 3: 30 August – 26 November 2021

## LDP905 Leadership (AQF9)

This unit will be offered only in blended mode with a 5-day compulsory intensive workshop on campus, Sunday 5 September – Friday 10 September, 2021.

There are limited places for Masters students set aside for the residential, they are allocated on a first-in basis, please return your re-enrolment form asap if you wish to take this unit.

<b>Content:</b>	<p>This unit is an elective unit in Master of Agribusiness and is the only unit in the program to be offered in blended mode (a one-week residential at the College followed by online tuition).</p> <p>This unit examines leadership in all its forms and sets out a series of skills, attitudes, attributes and personal qualities which are required for effective leadership. The unit combines the theory behind aspects of leadership with the development of an understanding of self and others. It also includes practical tools for effective communication and negotiation.</p> <p>In addition to the online learning component, there is a compulsory 5-day residential program for a broader leadership development, called the Marcus Oldham Rural Leadership Program. Over the course of MORLP you will develop your leadership, communication and planning skills. Through personal involvement and group participation you will gain an increased understanding of your own strengths and development needs as well as having the opportunity to network with keynote speakers from a range of rural and community organisations from across Australia. The residential program is designed to connect you with prominent community and industry leaders to maximise your learning experience. Training sessions undertaken at MORLP include:</p> <ul style="list-style-type: none"><li>• Goal Setting</li><li>• Developing action plans</li><li>• Leadership and team building</li><li>• Community leadership</li><li>• Learning and communication including public speaking and working with the media</li><li>• Understanding self and others</li></ul>
<b>Learning outcomes:</b>	<p>At the completion of this subject it is expected that students will be able to apply their knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as an agribusiness practitioner to:</p> <ul style="list-style-type: none"><li>• Compare the models of leadership and discuss the roles of effective leaders and managers.</li><li>• Identify and explain the learning styles and decision-making tools that are required to understand how people and organisations function.</li><li>• Analyse your leadership experiences using different approaches.</li><li>• Apply leadership skills in an organisational setting and reflect on your experiences and/or decisions.</li></ul>

<p><b>Assessment:</b></p>	<p>Assessment 1: Successful completion of MORLP and all required activities, presentations and other required demonstrations of learning. (hurdle)</p> <p>Assessment 2: Completion of FLIGBY Leadership online simulation and assessment of 29 leadership skills (equivalent to 3500 words, 70%)</p> <p>Assessment 3: Leadership Meta-Reflection Report (1500 words, 30%)</p>
<p><b>Textbooks:</b></p>	<p>Csikszentmihalyi, M. (2003). <i>Building flow in organizations</i>, in, <i>Good Business: Leadership, Flow, and the Making of Meaning</i>. New York: Penguin Books, pp. 107-139 (e-reading).</p> <p>Kouzes, J. M., &amp; Posner, B. Z. (2017). <i>The leadership challenge: how to make extraordinary things happen in organizations</i> (6th ed). Wiley: New Jersey.</p> <p>Vecsey, Z. (2016). <i>Official Game Guide: FLIGBY (Flow is Good Business for You)</i>. Budapest: ALEAS (e-reading).</p>
<p><b>Offered in 2021 in blended mode</b></p>	<p>Trimester 3: 30 August – 26 November 2021 (Including a 5-day residential at the College 5-10 September).</p>

During MORLP numerous formal dinners provide an opportunity to hear and debate the views of keynote speakers on a range of issues, which have relevance for rural and regional Australia. The dinners offer the opportunity to access these speakers and their views - an opportunity which may not be available in a regional or rural community. The unit cost includes an extra postgraduate residential fee workshop cost that covers accommodation and all meals at the residential.

## REC901 The Rural Entrepreneur in Context (AQF9)

This unit is a prerequisite for DNV902

<b>Content:</b>	<p>Entrepreneurship is becoming an increasingly important set of activities to the success and continuous renewal of local, regional and national economies. As innovators, by definition, entrepreneurs bring fresh ideas, new products and services, and welcome/edifying disruption to our economies. In doing so, they build personal, family and community wealth that can transform lives.</p> <p>At one time, scholars of entrepreneurship believed that successful entrepreneurs possessed traits with which they were born. Subsequent research has disproved that theory. This is good news for us who aspire to be entrepreneurs. It means that the skills of entrepreneurship can be learned. However, learning how to be an entrepreneur is not only about the individual and the skills he/she must master, it is about understanding and connecting to the context within which the entrepreneur operates.</p> <p>This elective unit examines the development of the entrepreneur within a rural context. It explores the self-awareness that is essential to successful entrepreneurship. It looks at the needs of entrepreneurs and the skill set they must master to consistently meet those needs. It also examines the process that entrepreneurs use to make decisions. These are all topics that pertain to the individual entrepreneur. The unit also sets the context for rural entrepreneurship by defining and mapping rural ecosystems and examining the art of building entrepreneurial networks that support rural entrepreneurship.</p> <p>Finally, the unit uses an extensive range of case studies that enable learning from the philosophy and practice successful Australian rural entrepreneurs.</p>
<b>Learning outcomes:</b>	<p>At the completion of this subject it is expected that students will be able to apply their knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as an agribusiness practitioner to:</p> <ul style="list-style-type: none"><li>• Understanding of the role of entrepreneurship in rural communities;</li><li>• Self-awareness relative to the student's own entrepreneurial propensity;</li><li>• Understanding of the unique traits, behaviours, cognitive processes and skills of entrepreneurs;</li><li>• Understanding the support ecosystem for entrepreneurship that exists in every community and how to navigate it;</li><li>• Appreciating the value of planning (strategic and business) to successful entrepreneurship;</li><li>• Comprehending the role of technology in entrepreneurship;</li><li>• Knowing how to diagnose one's own needs as an entrepreneur and use this knowledge to pursue resources;</li><li>• Knowing how to build a network of entrepreneurs and use it effectively;</li><li>• Understanding how to define and distinguish between creativity and innovation and their place in the innovation process.</li></ul>
<b>Assessment:</b>	<p>1. On-line Discussions – Participation in 10 conversations in response to set Topics related to each of the weekly themes. A minimum contribution expectation of 200</p>

	<p>words per conversation – 40% of overall mark. Completion date- by end of Week 11</p> <p>2. Assignment 1 – Select a rural entrepreneur or entrepreneurial business (historic or contemporary), and provide a case study that captures the highlights, motivations and achievements of their entrepreneurial journey, but also demonstrates your understanding of entrepreneurial theory and theorists as summarised in the Theme A of the course; namely ‘Theories of Entrepreneurship’. Assignment length of 1500 words – 30% of overall mark. Due date – end of Week 4</p> <p>3. Assignment 2 – Undertake an asset mapping and evaluative exercise of the entrepreneurial support ecosystem that exists within a defined region of Australia; outlining and evaluating networks, collaborations and forms of support systems that encourage, nurture and develop local entrepreneurship. Include reference to the full range of support initiatives that assist entrepreneurial development including provision of specific education and training, incubator and co-workspaces, technical assistance, competitions, mentoring, entrepreneur networks and funding support. Assignment length of 1500 words – 30% of overall mark. Due date – end of Week 12.</p>
<b>Textbooks:</b>	<p>Anderson, K, 2016, <i>Entrepreneurship: It’s Everybody’s Business</i>, KA Rural Enterprises. Castlemaine, Vic.</p> <p>Clark, T, 2012, <i>Business Model You</i>, John Wiley &amp; Sons, Hoboken, New Jersey, USA.</p> <p>Schaper, M, Voery, T, Weber P, &amp; Gibson B , 2014, <i>Entrepreneurship and Small Business</i>, 4th Asia-Pacific Edition, John Wiley &amp; Sons, Milton, Qld.</p> <p>Swanson, L A 2017, <i>Entrepreneurship and the Innovation Toolkit</i>, 3rd Edition, University of Saskatchewan, Canada.</p>
<b>Offered in 2021</b>	<p>Trimester 1: 1 February – 30 April 2021</p> <p>Trimester 2: 24 May – 20 August 2021</p>

## RPV901 Principles of Rural Property Valuation (AQF9)

<p><b>Content:</b></p>	<p>The elective unit is designed to assist agribusiness professionals form reliable opinions of value about property in the geographical areas with which they are familiar. It will also give students sufficient insight to critique valuation reports and assess opinions expressed to them by rural real estate agents and others in the agricultural property sphere.</p> <p>Upon completion, students will be able to confidently enter into negotiations for the sale, purchase and/or rental of rural property and/or confidently instruct rural real estate agents to do so on your behalf.</p> <p>This is an elective in the Master of Agribusiness, designed to give postgraduate students a sound managerial grasp of:</p> <ul style="list-style-type: none"> <li>• Key facets of real property in general and rural property in particular.</li> <li>• The types of land tenure.</li> <li>• The types of value which relate to land.</li> <li>• The five approaches to valuation.</li> <li>• An understanding of the scale and proportion of real estate assets in an agricultural investment.</li> </ul>
<p><b>Learning outcomes:</b></p>	<p>Upon the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the purpose and relevant circumstances used to determine the assumptions and facts that underpin the valuation of rural land;</li> <li>• Competently identify and analyse information and factors to be considered in the process of the valuation of rural land;</li> <li>• Understand and apply the theory and techniques necessary to accurately complete valuations of the predominant types of rural holdings;</li> <li>• Identify and interpret the factors that may influence land productivity and its subsequent value;</li> <li>• Demonstrate a level of competency in the valuation of rural property which will satisfy the course requirements.</li> </ul>
<p><b>Assessment:</b></p>	<ol style="list-style-type: none"> <li>1. Online Open Book Exam (Real Estate) 20% (1000 words) due in Week 5.</li> <li>2. Online Open Book Exam (Valuation Principles) 20% (1000 words) due in Week 11.</li> <li>3. Farm Valuation Report 60% (3000 words) due at the end of Week 12.</li> </ol>
<p><b>Prescribed texts / Materials</b></p>	<p>There are no set texts for this unit</p> <p>Access to the internet is required. A student account to Pricefinder.com database will be provided for this unit.</p>
<p><b>Offered in 2021</b></p>	<p>Trimester 1: 1 February – 30 April 2021</p> <p>Trimester 3: 30 August – 26 November 2021</p>

## SGA904 Case Studies in Global Agribusiness (AQF9)

<p><b>Content:</b></p>	<p>The purpose of this elective unit is to reflect upon key learnings from the units completed so far in the course and to apply them to an agricultural business, Marcham Seeds (a case developed for this unit).</p> <p>Students will be required to independently interpret and analyse the information provided to build up their case study analysis of this business.</p> <p>Students will be encouraged to apply ‘blue sky’ thinking to the problem/opportunity and then develop the required road map to implementing their solutions. This road map must draw on at least 3 key learnings from other postgraduate units and cover off on the required financial, human resource, marketing, risk, and triple bottom line consideration where applicable.</p>
<p><b>Learning outcomes:</b></p>	<p>At the completion of this subject it is expected that students will be able to apply their knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as an agribusiness practitioner to:</p> <ul style="list-style-type: none"> <li>• Analyse and critique issues in global agriculture against an Australian context.</li> <li>• Understand and critically appraise how new technologies, political issues, emerging markets, regulations and business strategies are influencing global agribusiness decisions.</li> <li>• Develop skills to critically analyse complex case studies</li> </ul>
<p><b>Assessment:</b></p>	<ol style="list-style-type: none"> <li>1. Case study report of current business context - 2000 words (40% )</li> <li>2. Case Study report for selected next steps - 3000 words (60%)</li> </ol>
<p><b>Prescribed Texts</b></p>	<p>Ellet, W. 2018. <i>The Case Study Handbook: A Student's Guide</i>, ISBN-978 1 633696150</p>
<p><b>Offered in 2021</b></p>	<p>Trimester 2: 24 May – 20 August 2021 Trimester 3: 30 August – 26 November 2021</p>

## SMA802 Strategic Management for Agribusiness (AQF8)

<p><b>Content:</b></p>	<p>This compulsory unit is an introduction to strategic development and management for agribusiness and provides a broad and foundational overview of strategy, structure and culture; mission, goals and objectives; analytical frameworks in strategic planning and management; external environment and industry level analysis, as well as contemporary strategic issues in agribusiness, including business ethics and social responsibility.</p>
<p><b>Learning outcomes:</b></p>	<p>At the completion of this unit graduates will have demonstrated expert, specialised cognitive and technical skills to independently:</p> <ul style="list-style-type: none"> <li>• Recognise and interpret the impact of the environment on an organisation.</li> <li>• Critically evaluate management and human resource management strategy and direction</li> <li>• Identify the strategic options available to an organisation.</li> <li>• Compare and contrast the strategic direction of an organisation with its competitors.</li> <li>• Use analytical techniques to examine the strategic positioning of an organisation.</li> <li>• Evaluate the likely success of specific strategic options.</li> <li>• Determine appropriate strategies given prevailing internal and external conditions.</li> <li>• Identify organisational cultural aspects and their impact.</li> <li>• Determine appropriate organisational direction and goals.</li> <li>• Determine appropriate strategies, given the outcomes of strategic analysis.</li> <li>• Communicate the outcomes from a strategic analysis in the form of a business case.</li> </ul>
<p><b>Assessment:</b></p>	<ol style="list-style-type: none"> <li>1. Strategy Development and Formulation: Discussion Post Vignettes, 2 x 500 words (20%)</li> <li>2. Critical Review of Agribusiness Strategic Plans, 2000 words (40%)</li> <li>3. Strategic Thinking: Business Case, 2000 words (40%)</li> </ol>
<p><b>Prescribed e-texts</b></p>	<p>Conway, M 2019 <i>Strategic Thinking Guide: What is it and how to do it...</i> Melbourne: Thinking Futures, 15 p.          Peacock, C 2020 <i>The Business Case Guide: 5 Steps to Develop a Solid Business Plan.</i> Melbourne: Chase Consulting Group, 26 p.          Wilson, SG &amp; Davis, H 2020. <i>Developing strategy for agribusiness.</i> Geelong: Marcus Oldham College.</p>
<p><b>Offered in 2021</b></p>	<p>Trimester 2: 24 May – 20 August 2021          Trimester 3: 30 August – 26 November 2021</p>

## SML904 Strategic Human Resource Management (AQF9)

Note this unit is not offered in 2021

<b>Content:</b>	<p>In a technology driven and expanding global economy business and farming environments are become increasingly dynamic and sophisticated. Traditional forms of labour management, where labour is seen simply as a cost to be minimised, are fast becoming redundant. The new thinking is that labour is a unique resource which cannot be easily replicated by competitors in the same way as other resources; and that if managed progressively in a way that aims to train and retain it, can be a key contributor to business success.</p> <p>This unit details the labour management practices that make up this new thinking. In so doing it sets out a model human resource management programme, noting the problems and prospects of applying the programme within the context of Australia's system of legal governance of the terms and conditions of employment.</p>
<b>Learning outcomes:</b>	<p>At the completion of this unit graduates will have demonstrated expert and specialised understandings of:</p> <ul style="list-style-type: none"><li>• the concepts of labour management and the organisation of work in agribusiness</li><li>• practices and processes of human resource management</li><li>• Australian industrial relations' institutions and processes</li></ul>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Minor assignment, Comparative labour management practices - 2000 words (40%)</li><li>2. Major assignment, Legal obligations for labour report- 3000 words (60%)</li></ol>
<b>Prescribed texts:</b>	<p>The latest edition of Stone, Raymond <i>Human Resource Management</i>. 9<sup>th</sup> ed. Wiley, Milton (currently using 9<sup>th</sup> edition published in 2017).</p>
<b>Not Offered in 2021</b>	

## TLR904 Thought Leadership through Inquiry – Proposal Development (AQF9)

This unit is a prerequisite for TLR905 and TLR906

Content:	<p>This compulsory unit in the Master of Agribusiness, the aims of this unit are to:</p> <ol style="list-style-type: none"> <li>1. Assist the student to identify an area of work where they would like to become a thought leader.</li> <li>2. Provide the student with the necessary tools and understanding that will set them up to successfully research and analyse evidence gathered from secondary data in the next unit TLR905. Specifically, in TLR904 students will determine:             <ul style="list-style-type: none"> <li>• How to search for literature to support their knowledge claims</li> <li>• How to design a research project that will demonstrate congruence between research question(s), methodology, methods, analysis and findings.</li> </ul> </li> </ol> <p>Thought leadership is achieved through the systematic development of ideas, expertise and knowledge, and the effective communication of those ideas and knowledge to others. Embedded in this Unit's curriculum is the view that these achievements are most importantly the result of investigation/research in its various forms.</p> <p>The unit should be taken at the end of the Master's program because it will draw on content previously learned from other units in the course as well as reflections about work and life experiences of each student.</p>
Learning outcomes:	<p>At the completion of this subject it is expected that students will be able to apply their knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as an agribusiness practitioner to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the application of critical reflective practice for professional and personal leadership development.</li> <li>2. Determine and develop an area of thought leadership to pursue.</li> <li>3. Identify, source, evaluate and synthesise literature relevant to a chosen area of thought leadership.</li> <li>4. Plan, create and formulate an appropriate research design for the chosen area of thought leadership.</li> </ol>
Assessment:	<ol style="list-style-type: none"> <li>1. Reflective Journal Entries, 2 x 500-word (1000 words in total) (20%)</li> <li>2. Literature Review, 1700 words (34%)</li> <li>3. Research Proposal, 2300 words (46%)</li> </ol>
Prescribed e-texts:	<p>Largan, C., &amp; Morris, T. (2019). <i>Qualitative Secondary Research: A Step-By-Step Guide</i>. SAGE Publications, London; Thousand Oaks, Calif.</p> <p>O'Leary, Z. and Hunt, J.S., 2016. <i>Workplace Research: Conducting small-scale research in organizations</i>. SAGE Publications, London; Thousand Oaks, Calif.</p>
Offered in 2021	<p>Trimester 1: 1 February – 30 April 2021</p> <p>Trimester 2: 24 May – 20 August 2021</p>

## TLR905 Thought Leadership through Inquiry – Project Investigation (AQF9)

TLR504/TLR904 is a prerequisite for this unit. This unit is a prerequisite for TLR906

<p><b>Content:</b></p>	<p>This unit follows on from TLR905 and is delivered over 12 weeks to allow the student sufficient time to work on their research project. The aims of this unit are to:</p> <ol style="list-style-type: none"> <li>1. Prepare you to carry out research using secondary data sources in your chosen area of thought leadership.</li> <li>2. Provide you with the necessary tools and understanding that will enable you to carry out the research and analyse the evidence that will come, and use the findings to underpin your claims to thought leadership in your area of interest.</li> </ol> <p>The unit focuses on an investigation using the research design and literature review developed in TLR504/TLR904.</p> <p>It is the processes and the outcomes of this investigation that will strategically develop your thought leadership skills. You will also develop skills of dissemination of research outcomes to enable you to leverage your knowledge as a thought leader.</p>
<p><b>Learning outcomes:</b></p>	<p>At the completion of this unit, graduates will have gained specialised knowledge of:</p> <ul style="list-style-type: none"> <li>• the legislative environment in which research is performed in Australia</li> <li>• designing and undertaking research and secondary data analysis</li> <li>• how to write a thorough report on research findings, including analysis of how the work fits within the wider body of knowledge in their chosen area of thought leadership.</li> <li>• How to demonstrably communicate research findings in both written and verbal channels to a variety of audiences.</li> <li>• How to write and deliver a written report that meets post graduate scholarly standards</li> </ul>
<p><b>Assessment:</b></p>	<ol style="list-style-type: none"> <li>1. Research presentation (30%)</li> <li>2. Final Report - 5000 words (70%)</li> </ol>
<p><b>Prescribed texts:</b></p>	<p>Largan, C., &amp; Morris, T 2019 <i>Qualitative Secondary Research: A Step-By-Step Guide</i>. SAGE Publications, London; Thousand Oaks, Calif.; New Delhi; Singapore.</p> <p>O'Leary, Z &amp; Hunt, JS 2016 <i>Workplace Research: Conducting small-scale research in organizations</i>. SAGE Publications, London; Thousand Oaks, Calif.; New Delhi; Singapore.</p>
<p><b>Offered in 2021</b></p>	<p>Trimester 1: 1 February – 30 April 2021</p> <p>Trimester 2: 24 May – 20 August 2021</p> <p>Trimester 3: 30 August – 26 November 2021</p>

## TLR906 Research Project (AQF9)

This is a double weighted subject by invitation only.

TLR904 and TLR905 at Distinction Level or above are pre-requisites for this unit

<b>Content:</b>	<p>This is an additional* unit for students wishing to complete their coursework studies with a Research by Higher Degree (RHD) studies pathway. This double weighted unit is by invitation only for students who have successfully completed at Distinction standard or higher, the two prerequisite units TLR904 and TLR05. It is delivered over two trimesters of study.</p> <p>The unit focuses on an investigation using the research design and literature review first developed and tested in TLR904, with aims to:</p> <ol style="list-style-type: none"><li>1. Leverage the pilot study from TLR905 to carry out a deeper level of study using primary data sources.</li><li>2. Gain a specialized understanding of the standards expected to research in an ethical manner</li><li>3. Provide you with the necessary tools and understanding that will enable you to carry out a piece of primary research, analyse the data and evidence, and use the findings to underpin your claims to thought leadership in your particular area of interest.</li></ol> <p>It is the processes and the outcomes of this investigation that will strategically develop your thought leadership skills. You will also develop skills of dissemination of research outcomes to enable you to leverage your knowledge as a thought leader.</p> <p>*this can be completed within the current Master of Agribusiness as an extra double weighted unit after the completion of the usual 12 units of study (it is allowable to over-enrol by two units and still be eligible for Fee-HELP); or as a standalone single subject within 3 years after completion of the Master of Agribusiness (as long as the original research question(s) and research design completed in TLR504/TLR904 and TLR505/TLR905 are used as the pilot for this research).</p>
<b>Learning outcomes:</b>	<p>At the completion of this unit, graduates will have gained specialised knowledge of:</p> <ul style="list-style-type: none"><li>• the legislative environment in which research is performed in Australia</li><li>• designing and undertaking research and secondary data analysis</li><li>• how to write a thorough report on research findings, including analysis of how the work fits within the wider body of knowledge in their chosen area of thought leadership.</li><li>• How to demonstrably communicate research findings in both written and verbal channels to a variety of audiences.</li><li>• How to write and deliver a written report that meets post graduate scholarly standards</li></ul>
<b>Assessment:</b>	<p>1. Ethics Application, that uses rationale and findings from prerequisite subjects to develop this application using what you have learned in design (TLR904) and exploration of the topic, to argue your case for primary data collection for this project (20%)</p>

	2. Final Report – 10,000 words (80%)
<b>Prescribed texts:</b>	TBA
<b>Offered in 2021</b>	This unit is taught over two trimesters of study: Trimester 1: 1 February – 30 April 2021 AND Trimester 2: 24 May – 20 August 2021

## Appendix 1: Course structure for enrolments into courses prior to 2019

*Table 5 Course structure prior to 2019*

2019 and prior

Unit code	Unit Title	Prerequisites and course sequence	2021 Timing
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### CORE UNITS FOR ALL COURSES

CMI902	Contemporary Managerial Issues in Agribusiness	Students are expected to complete these two units as soon as possible in their program	Offered in Trimesters 1 and 3
ASA801	Agribusiness Systems Analysis		Offered in Trimesters 1 and 2

### CORE UNITS FOR MASTERS ONLY: STUDENTS MUST COMPLETE TLR904 AND TLR905 IN THE LAST TRIMESTERS OF STUDY

TLR904	Thought Leadership through Inquiry – Proposal Development	Prerequisite for Thought Leadership through Inquiry – proposal Investigation (TLR505/TLR905)	Offered in Trimesters 1 and 2
TLR905	Thought Leadership through Inquiry – Project Investigation	Thought Leadership through Inquiry – Proposal Development (TLR504/TLR904) is a prerequisite for this unit	Offered in Trimesters 1, 2 and 3

### ELECTIVE UNITS FOR ALL COURSES

(EIGHT ELECTIVE UNITS FOR MASTERS OF AGRIBUSINESS IN ADDITION TO THE FOUR COMPULSORY SUBJECTS MENTIONED ABOVE; OR FOUR ELECTIVE UNITS FOR GD OF AGRIBUSINESS IN ADDITION TO FOUR COMPULSORY SUBJECTS MENTIONED ABOVE)

Unit code	Unit Title	Prerequisites and course sequence	2021 Timing
ACM901	Applied Agricultural Commodity Markets	AFA601/AFA801 Agribusiness Financial Analysis is a prerequisite for this unit	Offered in Trimesters 2 and 3
ARM903	Agribusiness Risk Management	AFA601/AFA801 Agribusiness Financial Analysis is a prerequisite for this unit  <i>Note this unit will be offered fully online from 2021, it no longer has a compulsory on campus residential component.</i>	Offered in Trimester 1

DNV902	Developing the New Venture	REC701/REC901 The Rural Entrepreneur in Context is a prerequisite for this unit	Offered in Trimesters 2 and 3
IAB903	International Agribusiness		Offered in Trimester 3
LDP905	Leadership	This unit has a compulsory on campus workshop in addition to the online learning component (refer to unit statement)	Offered in Trimester 2
REC901	The Rural Entrepreneur in Context	Prerequisite unit to Developing a New venture (DNV702/DNV902)	Offered in Trimesters 1 and 3
RPV901	Rural Property Valuation		Offered in Trimesters 1 and 3
SGA904	Case Studies in Global Agribusiness		Offered in Trimesters 2 and 3
SML904	Strategic Human Resource Management		Not offered in 2021
TLR906	Thought Leadership through Inquiry – Research Project (double weighted unit)	This is an invitation only option after the successful completion of TLR904 and TLR905 at Distinction or higher level in the Master of Agribusiness.	This unit spans two trimesters and will be offered as needed.

## Appendix 2: Academic Integrity Statement (STU-026)

Approved November 2019

When you enrol at Marcus Oldham College you enter a community which upholds academic integrity principles expected of higher education providers in Australia. We value scholarship grounded in respect, integrity, excellence and impact.

A Marcus Oldham College higher education qualification is very well regarded in the wider community because of the content of the courses and our commitment to the principles of academic integrity. The College promotes academic integrity and expects students to behave honestly in the pursuit of their studies and to take personal responsibility for the integrity of their work.

The principle underpinning academic integrity is that all work submitted for assessment is your own work, and if it has been found that your learning has been outsourced by means of plagiarism, cheating, collusion or contract cheating, then you are breaching academic integrity policy and you will be referred to the Academic Progress Committee.

This is how the College defines terms associated with academic integrity.

### **Plagiarism**

Plagiarism means to take and use another person's ideas or expressions and to pass them off as your own by failing to give appropriate respect and acknowledgement. This includes material that you fail to acknowledge sourced from the internet, staff, other students, and from published and unpublished sources. We do expect you to use other sources to support your own claims and ideas, and plagiarism occurs **ONLY IF** you fail to acknowledge that these ideas from others are being used. Examples are:

- paraphrasing and presenting work or ideas without acknowledgement or referencing
- copying work either in whole or in part without acknowledgement or referencing
- using phrases and passages verbatim without quotation marks or referencing the author or web page
- reproducing lecture notes without proper acknowledgement
- recycling all or part of your own previously submitted work and submitting it for assessment, without acknowledgement (this is called self-plagiarism).

Students should refer to the Marcus Oldham College **Guidelines for Writing Assignments and Referencing Guide**, which includes referencing guidelines and instructions on how to paraphrase, summarise and acknowledge the use of others' ideas and information. These guides will be provided to all students at the start of the academic year.

Generally, the first response to identified plagiarism by a student at the College is an educative one, especially if this occurs in the first trimester of study and where it can be reasonably assumed that a student has transgressed due to a lack of understanding and know-how to acknowledge and use correct referencing in their assessment. Subsequent plagiarism will likely be regarded as a breach of academic integrity and referred to the Academic Progress Committee.

### **Cheating: INCLUDING Collusion and Contract Cheating**

Cheating in all forms is considered a serious breach of academic integrity and ALL suspected cases of cheating will be referred directly to the Academic Misconduct Committee. Examples of cheating include collusion, cheating in tests or examinations, and contract cheating.

### **Collusion**

Collusion is an agreement between two or more people to act with the intention to deceive an assessor as to who was actually responsible for producing the material submitted for an assessment.

The College's intention is not to stop you from discussing difficult or interesting problems amongst yourselves - in fact we encourage that sort of discussion with staff and other students. However, it is important to recognise the line between collaboration and collusion, where ultimately any assignment

you hand in must be the result of your own work. In the case of joint projects where your lecturer has given a clear indication that collaborative work is acceptable for the assessment, then individual contributions should be clearly outlined.

Further examples of collusion are:

- Encouraging or assisting another student to commit plagiarism (for example by allowing someone else access to your work for any reason)
- Where there is collaborative preparatory work, submitting the same final version of any material as another student.

Generally there are two or more parties involved in collusion, and ALL are in breach of academic integrity, and will be referred to the Academic Progress Committee.

### **Cheating in tests or examinations**

This form of cheating includes, but is not limited to:

- Dishonest conduct such as speaking or attempting to speak or communicate with other students during the course of the exam or test.
- Bringing into the examination room any text, notes, written material, mechanical or electronic device not authorised by the examiner.
- Pre writing any part of the exam or consulting any person or material outside the confines of the examination room without permission to do so.
- Leaving exam papers exposed to view or persistent attempts to read other students' examination papers.

### **Contract Cheating**

Contract cheating occurs when you submit work that has been completed for you by someone else. The relationship between you and the third party does not matter, nor does it matter whether you pay the other person to do the work. Examples of Contract cheating include:

- Obtaining an assignment from a current or past student with the intention of submitting it as your own work
- Engaging a writing service<sup>2</sup> to write an assignment on your behalf
- Paying someone to rewrite sections of your assignment
- Sitting an exam for someone else or allowing someone else to sit an exam for you
- Getting another student, family member or friend to help you complete an online quiz or any other assessment item.

Cheating in all forms is regarded as a breach of academic integrity and will be referred to the Academic Progress Committee.

### **Other Academic Misconduct**

Examples of other academic misconduct include:

- Adding made up or incorrect citations to expand citations and reference lists in assessments
- Tampering or attempting to tamper with examination script, class work, grades or grade records
- Tampering or attempting to tamper with another student's work
- Possession or distribution of examination material or information without the permission of the lecturer
- Impersonation of another student in an examination or class assignment

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<sup>2</sup> Writing services that encourage contract cheating are becoming very brazen, and will approach students via social media. Identity theft and blackmail by these sites is not uncommon.

- Unauthorised recording of lectures.

#### **Academic Progress Committee-Procedures for Dealing with Academic Misconduct**

Allegations of plagiarism, cheating, collusion, and contract cheating or other academic misconduct shall be treated as follows: The lecturer suspecting academic misconduct, or that your learning has been outsourced, will refer the matter in writing to the Academic Progress Committee.

**Meeting 1** The Committee will convene and review the alleged misconduct and may decide:

- No further action is required, or
- The student/students involved in the allegation will be required to attend a meeting of the Committee

The student/s will be informed in writing that the matter was referred to the Committee and of its decision at this stage.

**Meeting 2 (if required)** -The Committee will convene and review the alleged misconduct and give the student/s an opportunity to explain. Student/s may, if they wish, be accompanied by a Student Advocate of their choice. The lecturer may also be required to attend the meeting to give evidence but will be excluded from the final decision of the Committee.

The following actions (singly or in combination) may be recommended by the Academic Progress Committee in relation to issues of academic misconduct:

- Decide to take no action
- Request the student/s to resubmit the work to a pass standard. Original mark to stand.
- Mark on merit that portion of work considered to be the student's own
- Mark to a pass standard only (maximum 50%) that portion of work considered to be the student's own
- Award a mark of zero for the entire assessment
- Recommend a period under an academic contract during which the student/s may proceed with their course of study on the understanding that any further academic offence may result in suspension or expulsion. Suspension or expulsion may be applied by the Principal on the recommendation of the APC.

The Chair of the Academic Progress Committee will advise the Chair of the Examiners' Committee of their recommendation. The Examiners' Committee Chair will then notify the student/s in writing of the decision. In all cases of academic misconduct, a record of date, student name, breach and resulting action will be recorded on the database maintained by the Student Services Officer.

## Appendix 3: Navigating your way around the online learning environment

The College uses a Learning Management System (LMS) developed by D2L (Desire2Learn), it is called Brightspace. This learning environment may be referred to variously as the online portal, the LMS, D2L or Brightspace.

From the learner's perspective our online learning environment contains all the curriculum and resources information you will need to complete your units of study. From a teaching perspective, it also manages the progress of students, provides learning analytics and records grades.

For online study it will be central to your studies, please take some time to get acquainted with all it can offer you.

As soon as you are enrolled you will have continual access to the Postgraduate Homepage, think of it as your landing page for your studies. As you are enrolled into your units you will also have access to these. As well as the screen grabs shown below to help you navigate this online environment, D2L provide 'just-in-time' short videos for different parts of the learning environment. **The learner's guide to navigating D2L Brightspace video series can be found at:**

<https://www.youtube.com/watch?v=ysM2cc2zIPM&list=PLxHabmZzFY6mtggGZAitZ61kmpS-pMlaM>

### Postgraduate Landing Page

Postgraduate Homepage

Classlist Email Blog Studioity Digital Sultcase

Postgraduate Homepage

News

Preparing for or returning to online postgraduate study

[How to Ace Your Online Course \(a free Self-Paced 8-week online course\):](#)

In this course, you'll learn everything you need to know to maximize your grades in an online course. This includes how to use the structure and theories of contemporary education to your advantage, how to set your own educational goals, and how best to learn with your peers in an online environment. Newcomers to online education will significantly improve their chances of a higher grade. Experienced students will learn to use the specific techniques that instructors look for in the best students. The course is designed for students taking any type of online course, from high school through to postgraduate and PhD programs.

The course requires the purchase of the book "How to Ace Your Online Course", register at <https://www.canvas.net/browse/jeonline/courses/ace-your-online-course>

Access Chapter 3: Getting your 'X' game on and Appendix A: Do's and don'ts of online education here.

Postgraduate Resources

- Subject Selection Forms 2020 | GCERT | GD/Masters
- Postgraduate Handbook 2020
- Postgraduate Information & Policy Guide 2020
- Glossary of Agricultural Terms
- Free access to MS Office 365
- Postgraduate FAQs & General Chat

Library Links

- MOC Library homepage
- Copyright Free Content Student e-Reader Information (new)
- Library Guide 2020
- Writing for assessments guide
- MOC referencing guide 2020
  - Endnote style (new) file
- Referencing Quiz

Postgraduate Courses

All Common Postgraduate Training Undergraduate

Postgrad Teaching Staff

SMAB02-T3-2019 Strategic Management for Agribusiness

ABM803-T3-2019 Agribusiness Marketing

TLR904-T1-2020 Thought Leadership

SML904-T1-2020 Strategic Human

ABM803-T1-2020 Agribusiness

Postgraduate Webinars

All accessible from: <https://d2l.marcooldham.vic.edu.au/d2l/content/6646/Home>

Webinar 1, 6-Mar-19: Environmental Scanning Webinar

Webinar 2, 15-May-19: Trade Issues for Australian Agribusiness

Webinar 3, 14-Aug-19: Using HR compliance to recruit, manage and retain staff

Webinar 4, 15-Nov-19: Applied Agricultural Sales

Heather's Reflective Journal

Calendar

Friday, January 31, 2020

Upcoming events

FEB 12:30 PM

4 Welcome to Postgraduate Studies in 2020 - Zoom Postgraduate Homepage

Figure 1 The Postgraduate Landing Page on D2L

## Finding your way around an online unit

### ABM803 Agribusiness Marketing

The screenshot shows the course page for ABM803-T3-2020 Agribusiness Marketing. At the top right, a user profile icon is labeled '1'. Below the navigation bar, a search bar and a 'Study Guide' dropdown menu are labeled '2'. On the left side, a vertical table of contents menu is labeled '3'. The main content area displays a welcome message and a table of contents with items like 'Overview', 'Bookmarks', 'Course Schedule', 'Table of Contents', 'Study Guide', 'Assessments', and '1. Marketing - Getting Started'.

1 Click here to update your profile and notification settings. Add your photo in profile too!

2 This is the unit menu bar. You will land on 'course home', but all the course materials are in the 'Content' tab. The menu also includes direct links to Discussion Boards, Dropbox (for uploading assignments), Grades (to see your marks), and a link to Zoom (with the code to access zoom webinars, as well as access the recordings afterwards).

3 This vertical menu in 'Content' is the table of contents, with main headings and sub-headings. The menu item you have highlighted brings up the materials in the main part of the page. I.e. see 'Study Guide' is highlighted in the menu, and the heading on the page is the same...

<https://d21.marcusoldham.vic.edu.au/d21/home/8283>

Figure 2 Three important navigation and personalisation areas within the unit